

CTE Standards Unpacking
Journalistic Design

Course: Journalistic Design

Course Description: Journalistic Design provides students with opportunities to gain insight into technology tools, client expectations and publication procedures. Individuals will explore artistic techniques to effectively communicate ideas and information to selected audiences through digital and printed media. Students will learn fundamentals and tools used to create and manipulate digital graphics. Topics will emphasize career exploration, concept design, tools and various forms of publishing media. The course may concentrate on a particular medium within the selected pathway(s).

Career Cluster: Arts, A/V Technology, Communications

Prerequisites: *Recommended – Intro. to Art, A/V and Communications*

Program of Study Application: This course is a Level I pathway course that will prepare a student to successfully enter advanced work in any of the following pathways:

- Printing Technology and Journalism
- Telecommunication/AV Technology and Film
- Visual Arts

INDICATOR #JD 1: Explore opportunities within journalism		
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Investigate career opportunities		
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Explain skills needed for journalism		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -The plethora of opportunities to utilize journalistic skills and abilities. -Specific skill sets related to the journalism profession. 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -How skills gained have multiple worldwide applications. -Employability skills transcend journalism applications. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Research journalistic opportunities. -Interview a publishing professional, using specific skill sets for a product related to journalistic design. -Job shadow an industry professional. -Tour local media outlet. -Identify skills needed to communicate and create broadcast script. -Construct ideas for a

		client's request.
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Research and present information about a career opportunity within the journalistic field, including position requirements, skills, wages, education and geographic opportunities • Demonstrate skill sets for constructing a media product. • Contrast and explain magazines ads design elements. 		
Academic Connections		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>CC 11-12.SL.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Evaluate skill set used by a guest speaker.</p>	

INDICATOR #JD 2: Explore and practice skills of journalistic writing		
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Identify facets of journalistic writing		
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Explore publishing writing styles		
SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Demonstrate appropriate interview skills		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Writing for a targeted audience. -Publication avenues. -Interview skills. -Do's and don'ts of interviewing. 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -The relationship between types of writing and identified audience. -Multiple ways of publishing media. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Interview industry-certified professional. -View and critique a news broadcast for writing style, e.g., persuasive, informative, biased/unbiased. -Compare and contrast traditional and

		<p>contemporary writing forms, e.g., inverted pyramid, chronological order.</p> <p>-Construct captions/cutlines for selected graphics and photos.</p> <p>-Prepare an article for publication (e.g., video, audio, print).</p> <p>-Apply AP Style in editing and revising.</p> <p>-Complete a video news script template, conversational style.</p> <p>-Discuss fact versus opinions versus informed opinions and their roles in journalism.</p> <p>-Examine legal and ethical issues related to news gathering and writing.</p> <p>-Take accurate notes for review and story incorporation.</p>
<p>Benchmarks:</p> <ul style="list-style-type: none"> • Conduct an interview for a publication. • Demonstrate appropriate writing skills for a specified audience. • Compose and present a story lead-in in three different formats. • Create and explain headlines and sub-headlines in publication style format. • Create a rubric clarifying writing style expectations and apply to peer work. • Actively listen to discussion and submit related questions. 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard</p>	<p>Sample Performance Task Aligned to</p>	

<p>(if applicable, Science and/or Social Studies Standard):</p> <p>CCRA.9-10.W.4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p>	<p>the Academic Standard(s):</p> <p>-Interview industry-certified professional and create appropriate media for publication.</p>
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<p>INDICATOR #JD 3: Apply design principles and fundamentals</p>		
<p>SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Explain legal and ethical issues related to publication, design and broadcast</p>		
<p>SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Interpret design elements</p>		
<p>SUB-INDICATOR 3.3 (Webb Level: 3 Strategic Thinking): Implement design principles</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Copyright and fair use laws. -Design elements. -Design principles. 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Legal protections for creators and users. -Impact of design on message. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Research copyright and fair use laws. -Apply design principles to media product. -Obtain formal permission for use of an art form, design or photograph in a publication. -Assess video composition for broadcast. -Research impact of brand marketing with computer graphics. -Explore the work of Josef Albers in regard to color. -Demonstrate differences between 2D and 3D graphics.

		<p>-Evaluate appropriateness and usability of specific publishing program</p> <p>-Compare and contrast differences in page layout, graphic and word processing software</p> <p>-Create a presentation to illustrate or describe design principles</p> <p>-Explore various color technologies, such as process, spot, Pantone, RGB and CMYK</p> <p>-Change a photo's hue and saturation in image editing software</p>
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Benchmarks:

Students will be assessed on their ability to:

- Explain a current issue related to copyright and fair use laws.
- Explore and collaborative select release forms necessary for photographing people and places.
- Present an argument for use of design elements.
- Revise a published media product to enhance the implementation of design principles.
- Critique design elements used in media and submit for a grade.
- Select two or more pieces of art and label negative space.
- Construct and teach color palette for chosen publication.
- Collect and display a collection of examples from a variety of professionally designed publications.
- Collect and display various file types, such as bitmap, JPG, GIF, TIFF, MPG, WAV, etc.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

Sample Performance Task Aligned to the Academic Standard(s):

<p>CC.9-10.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>-Construct a formal memo to convey design principles used in product.</p>
<p>CC. 9-10.W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>-Explain how copyright and fair use laws are often misunderstood.</p>

<p>INDICATOR #JD 4: Analyze elements of design</p>		
<p>SUB-INDICATOR 4.1 (Webb Level: 1 Recall): Identify design elements</p>		
<p>SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Analyze principles of typography used in design</p>		
<p>SUB-INDICATOR 4.3 (Webb Level: 3 Strategic Thinking): Analyze design and layout</p>		
<p>SUB-INDICATOR 4.4 (Webb Level: 3 Strategic Thinking): Apply page layout techniques</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Design elements. -Typography guidelines. -Design and layout basics. -Components of a published work, e.g., magazine spread. 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -How design affects consumers. -How type styles help determine conveyed message(s). -How message design and placement impacts targeted audiences. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Identify design elements. -Classify typography. -Assess a media product based on design and layout. -Describe major design principles, e.g., line, color, typography, etc. -Create a presentation explaining one design element. -Dress set for proper broadcast tone.

		<ul style="list-style-type: none">-Use appropriate graphics and type to inform rather than distract in broadcast medium.-Create a chart identifying type fonts, styles, sizes and appropriate uses.-Prepare a layout using typography specifications.-List rules for type in design layout.-Create a design just using type.-Analyze a publication for readability and attractiveness (use of white space, column width and spacing, grids/guides, margins, and graphic/text placement).-Revise appearance of a current document by incorporating graphic boxes, lines, illustrations, color and/or images.-Draw a thumbnail sketch of a planned publication.-Evaluate a publication for target audience and purpose of publication.-Use the design process
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		<p>to plan a publication.</p> <p>-Identify design based on client requirements.</p> <p>-Create a thumbnail sketch for advertising layout.</p> <p>-Design PSA poster for local event.</p>
<p>Benchmarks:</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Develop a logical argument for or against published media in relation to typography, design and layout. • Compare and contrast typography from at least two print sources for composition techniques, typestyle and type of justification. • Construct and justify a design using layout techniques. • Critique a layout for balance, dominance and harmony. • Develop graphic design to meet three different needs, e.g., letterhead, return address and screen printing. • Design a layout for a specific publication that incorporates use of white space, appropriate column width and spacing, use of grids and guides, appropriate margins and effective placement of graphic and text elements. • Create a layout that successfully applies elements of line, shape, texture, and value to create form and space. 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>CC.ELA.11-12.SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Identify typography elements and design elements used in a magazine layout.</p>	

<p>follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	
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<p>INDICATOR #JD 5: Create computer-generated graphics</p>		
<p>SUB-INDICATOR 5.1 (Webb Level: 2 Skill/Concept): Investigate journalism and broadcast software and hardware</p>		
<p>SUB-INDICATOR 5.2 (Webb Level: 2 Skill/Concept): Modify images to meet publication broadcast needs</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Media specific software and hardware utilization. -Different usage of image files. 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Use of multiple types of software and hardware to meet journalism and broadcast industry needs. -How image modification relates to placement and usage. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Investigate journalism and broadcast software and hardware alternatives. -Compare two or more image types. -Scan or upload a photo to use on computer. -Create organic shapes using a computer graphic software. -Adjust brightness and contrast of a photograph. -Design custom studio backgrounds and/or broadcast graphics. -Emboss text used in logo. -Adjust resolution to meet client needs

		-Add a filter to a photograph. -Add a drop shadow to a graphic object. -Adjust image parameters to specified needs.
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Benchmarks:

Students will be assessed on their ability to:

- Modify image files to fulfill at least two types of publishing needs.
- Explain what image types meet industry-specific publications.
- Compare and contrast photo editing software.
- Research and recommend various printers and printing mediums and sizes.

Academic Connections

<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standards:</p> <p>9-10.CC.ET.RL.1 - Students use technology to locate, organize, evaluate and analyze information.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Using online tools, research hardware and software appropriate for a specified media product.</p>
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INDICATOR #JD 6: Explore and apply photography and videography techniques

SUB-INDICATOR 6.1 (Webb Level: 3 Strategic Thinking): Investigate characteristics of composition

SUB-INDICATOR 6.2 (Webb Level: 3 Strategic Thinking): Explore camera settings and equipment to obtain desired images

<p>Knowledge (Factual):</p> <p>-Characteristics of composition.</p> <p>-Photography and videography jargon.</p> <p>-Tools of the trade.</p>	<p>Understand (Conceptual):</p> <p>-How photographic and videography composition affects media.</p> <p>-Camera settings and equipment influences operator fluidity.</p> <p>-Characteristics of</p>	<p>Do (Application):</p> <p>-Explain how equipment impacts final images.</p> <p>-Critique photos for appropriate angle, action, reaction, emotion, etc.</p> <p>-Analyze video clips for</p>
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	composition of an image or video -Characteristics of a quality composition within created rubric.	accepted composition. -Analyze impact of stabilized video on an image. -Experiment with multiple camera angles to obtain visual image desired by client.
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Benchmarks:

Students will be assessed on their ability to:

- Apply photographic and/or videography composition characteristics to demonstrate acquired skills.
- Develop an argument for or against photographic or videography technology tools.
- Compare and contrast outcomes of manual versus automatic settings.
- Justify how photos represent different aspects of photo composition.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
9-12. ET.CT.3 - Students evaluate and select technology tools based on the specific tasks	-Evaluate a photographic or videography technology tool for a selected purpose.

INDICATOR #JD 7: Produce pathway-specific media

SUB-INDICATOR 7.1 (Webb Level: 3 Strategic Thinking): Plan out design process in working with client

SUB-INDICATOR 7.2 (Webb Level: 2 Skill/Concept): Determine production roles

SUB-INDICATOR 7.3 (Webb Level: 4 Extended Thinking): Create and critique production piece

Knowledge (Factual): -Design process. -Production roles.	Understand (Conceptual): -Production roles are generally based on skills and abilities.	Do (Application): -Investigate client publishing needs.
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<p>-Critique elements.</p> <p>-Steps to complete client requested design(s).</p>	<p>-The relationship between production-specific elements and publication formats.</p>	<p>-Self-evaluate skills and abilities to complete a production.</p> <p>-Prepare a specific publication for printing.</p> <p>-Classify target audiences for various businesses.</p> <p>-Construct questions for a client interview.</p> <p>-Outline ideas illustrating customer requirements.</p> <p>-Proof, edit and revise a peer's work.</p> <p>-Submit media to professional for critique.</p>
<p>Benchmarks:</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Identify design process concepts used in a client-requested product. • Create and defend a timeline. • Organize production roles based on individuals' self-evaluated skill sets, designate and defend choices. • Apply gained skills and knowledge to create and critique a production piece. 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>9-12.ET.OC.3 - Create a product by incorporating prior knowledge and advanced skills</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Work collaboratively to assign job roles and create a news broadcast, PSA or advertisement.</p>	

Additional Resources



Employability Skills Framework -- <http://cte.ed.gov/employabilityskills/>

Journalism Education Association – jea.org

Adobe – <http://www.adobe.com/>

Lesson Plans:

https://www.facinghistory.org/resource-library/facing-ferguson-news-literacy-digital-age?ads_cmpid=647416946&ads_adid=34242558002&ads_matchtype=b&ads_network=g&ads_creative=118158368642&utm_term=%2Bjournalism%20%2Blesson%20%2Bplans&ads_targetid=kwd-

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<http://www.schooljournalism.org/lesson-plans-4/>

<https://learning.blogs.nytimes.com/2009/11/13/teaching-and-learning-about-journalism/>

<http://thenext26.com/the-next-26-great-lessons/>

<https://www.americanpressinstitute.org/wp-content/uploads/2013/09/highfiveunitB.pdf>

Yearbook Lesson Plan:

https://www.alemany.org/apps/pages/index.jsp?uREC_ID=55663&type=u&pREC_ID=175062